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ABSTRACT

Drawing on the successfully implemented practices used at the Language Acquisition Preschool at the University of Kansas, this comprehensive resource provides the theoretical background and practical framework needed to create an effective language intervention program at the preschool level. The book is intended for professionals seeking to improve the language skills of preschoolers who have speech and/or language impairments, who have typical language skills, or who are learning English as a second language--all in the same environment. The chapters of the book are: (1) "Creating a Language-Focused Curriculum for Preschool Children" (Mabel L. Rice); (2) "Language Acquisition and Language Impairment" (Mabel L. Rice); (3) "The Rationale and Operating Principles for a Language-Focused Curriculum for Preschool Children" (Mabel L. Rice); (4) "Language Intervention in a Preschool Classroom--Implementing a Language-Focused Curriculum" (Betty H. Bunce and Ruth V. Watkins); (5) "Speech Intervention in a Language-Focused Curriculum" (Kim A. Wilcox and Sherrill R. Morris); (6) "A Language-Focused Curriculum for Children Learning English as a Second Language" (Betty H. Bunce); (7) "'Come Buddy, Help, Help Me!' Verbal Interactions with Peers in a Preschool Language Intervention Classroom" (Pamela A. Hadley and C. Melanie Schuele); (8) "Collaborating with Families" (Julie F. Sergeant); (9) "Language Outcomes of the Language-Focused Curriculum" (Mabel L. Rice and Pamela A. Hadley); (10) "Speech Outcomes of the Language-Focused Curriculum" (Kim A. Wilcox and Sherrill R. Morris); (11) "Life after LAP [Language Acquisition Preschool]" (Julie F. Sergeant); and (12) "The Language-Focused Curriculum in Other Settings" (Betty H. Bunce, Ruth V. Watkins, Julia Eyer, Terri Torres, Susie Ray, and Janet Ellsworth). Each chapter contains references. (HTH)

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